



EI/ILP Newsletter

February 2013

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Guest Corner: Patricia McDaid, Ed.D., AARC



"How sweet it is!"

Jackie Gleason

Happy Valentine's Day!

February 14, 2013

Self-advocacy: The power to get what you need

Self-advocacy is defined as, "a set of skills that enables people with disabilities to effectively communicate their needs to others and get those needs met." This can range from telling others what flavor of ice cream you like best, to appropriately refusing to do something you don't want to do, to letting telling your boss the work accommodations you need to do your job successfully.

Do I really need to start teaching self-advocacy skills already? Actually, if you are teaching communication skills or choice-making skills you are **already** teaching self-

advocacy! All children need an effective way to make their needs known. For non-verbal or minimally verbal children with autism spectrum disorder this is even more essential. Without another way to communicate, young children with autism spectrum disorder will often use challenging behavior as a way to communicate their needs and wants. While most children with autism will develop speech, approximately 30% will not. Even for children who will eventually speak, providing an augmentative visual communication system (pictures, symbols,

sign language, etc.) is a good idea. Using a visual communication system can help all children remain calm and positive as they walk through each day. Having an appropriate way to ask for what you need and reject what you don't like is the first step towards self-advocacy!

Do I really need to start teaching self-advocacy skills already?

In this Issue

Guest Corner

1

Professional Develop-

1

ILP Database Updates

2

ILP Updates- Contd.

3

Professional Development—Meghan Johnson

Well, another successful AAEYC conference. There were approximately 90 EI/ILP providers who attended the conference. Review of the feedback from both Linda Chamberlin and Dr. Stroud's presentations were very good. The state office appreciates your suggestions regarding topics and methods of delivery for ongoing training.

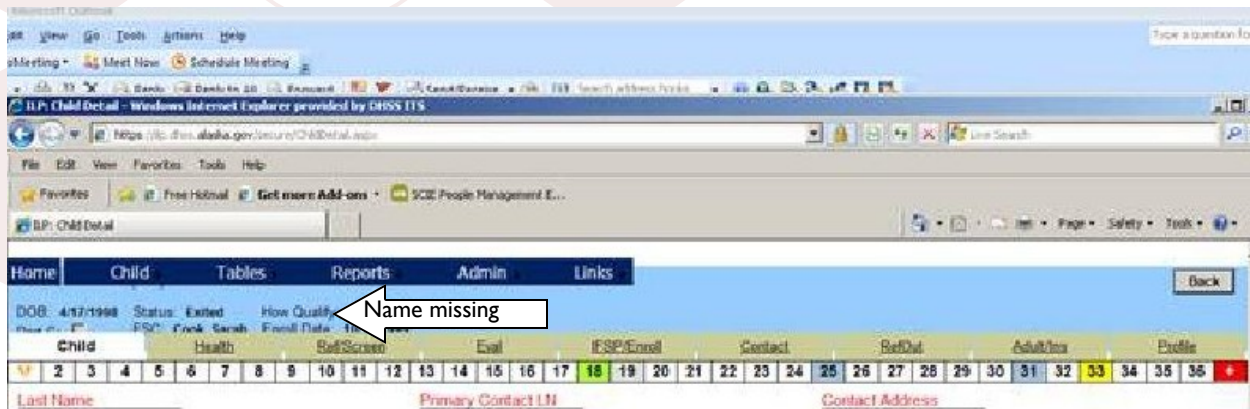
The Professional Development and Social Emotional subcommittees are working to flush out the strategic plan. Their goal is to ensure that additional training, in multiple formats are available to enhance the Infant Mental Health competencies of providers.

Save the Date ECMH Conference

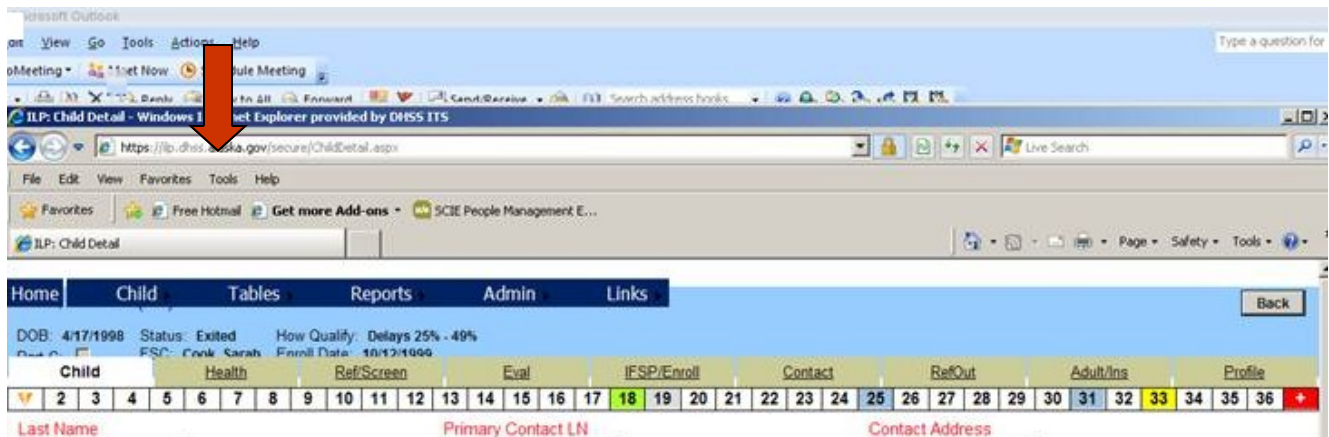
April 30 – May 2, 2013
Egan Convention Center
Anchorage

Keynotes include:
Walter S. Gilliam, PhD and
Joy Osfsky, PhD.

Stay tune for conference registration information.

FAQ**1. I can't see the child name on my screen, what do I do to see the full child record?**

First of all check to see if you are using Internet Explorer or Google Chrome to access the ILP database, if not, switch to either one. Next if you are still having problems, click on the tool bar



Make sure your **compatibility view** is checked, if not, click on it to enable. If that does not do the trick, email or call Lisa Balivet 269-3464



2. Why do we have to do a mid-year self assessment?

All agencies are required to complete an annual self assessment. When you find noncompliance on a child record in June, the database will automatically create another self assessment in January specific to the children and the compliance items identified as noncompliant the annual self assessment. This was set up to assist you with correction at the child level which is required by OSEP. You have 12 months (June to June) to correct. We found that waiting a full year was not proactive (many folks forgot they had found noncompliance). This way, you and your TA can address the problem items and work toward correction before the following June.

Did You Know

Alaska is participating in a national Early Childhood Outcomes study called ENHANCE. ENHANCE is a research project designed to improve the quality of child outcomes data. It consists of a series of studies examining the quality of the data being collected through the Child Outcomes Summary Form (COSF) process.

ENHANCE consists of four studies examining the quality of COSF data. Three studies are being conducted in three local early intervention programs in each of six states, and in three early childhood special education programs in each of six states, for a total of 36 local programs participating in the project. The fourth study is being conducted at the state level, examining patterns in statewide data. Alaska is participating in the fourth study. The studies as follows:

- Comparison with child assessments examines the relationship between two assessments administered by a member of the research team and the COSF rating assigned by the child's interdisciplinary team.
- Provider Survey. Providers involved in the COSF process in the 36 local programs (e.g., early interventionists, therapists, special education teachers, general early childhood teachers) have participated in a survey to explore their experiences with the COSF process including impressions of the tool, the process, the training and support they have received.
- Team Decision-Making. COSF teams in the local programs are videoing a total of 108 COSF discussions for children in early intervention and 108 children in early childhood s special education that contribute to the accuracy of COSF ratings.
- State Data involves multiple and repeated analyses of COSF data and other data that states are collecting. The analyses examine patterns in each of the state datasets to explore whether observed patterns are consistent with patterns expected if the COSF data were of high quality.



"Friendship is a plant of slow growth and must undergo and withstand the shocks of adversity before it is entitled to the appellation." George Washington

Presidents Day

February 18, 2013

State Office Closed

Your outcome data is making a difference not only for Alaskan children but for children across the nation! We will keep you posted on the results of the study. For more information: <http://enhance.sri.com/index.html>

Upcoming Events

- March 4** Monthly Coordinators Call
- April 30-**
- May 2** Early Childhood Mental Health Conf. Egan Ctr
- May 7-9** Governor/s Council on Disabilities Mtg. – Anchorage



New ILP Coordinators

- BBA** Kelly Coutsubos
- TCC** Katie Stone
- REA** Kristen Spencer



"Better to remain silent and be thought a fool than to speak out and remove all doubt."
Abraham Lincoln